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ABSTRACT

A highly necessary step in the institution of programs for educating and preparing minority youth for the world is periodic evaluation to make certain that the quality of the program is at such a level that the needs of the participants are properly served. One hundred twenty-eight students answered a 44-item questionnaire concerning their attitudes on such matters as dormitory living, curriculum, orientation, community life, and interpersonal relationship. Eighty-six respondents were from an experimental group who participated in the Martin Luther King Program. The control group consisted of 42 black students who had not participated in any minority group programs at Western Michigan University. No attempt has been made to draw firm conclusions from the present data. (Author/KE)

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PRELIMINARY REPORT

of

AN EXPLORATORY STUDY FOR MLK PROGRAM IMPROVEMENT

by

Kimon Bournazos

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Summary of Findings

1. Relations with Dormitory Advisors are rated as good or satisfactory by over one-half of the students. About one-fourth feel they have poor relationships.

2. Slightly over 70% feel that dormitory living conditions are either good or satisfactory.

3. Almost all Black students in this sample feel that they get along fairly well to good with other Black students.

4. Over four-fifths of these Black students feel that they get along fairly well to good with white students.

5. A larger percentage of MLK students than other Black students feel that they have poor relationships with white students.

6. Over 60% of Black students feel that they have fairly satisfying relationships with faculty.

7. About one-half of the respondents feel that their professors act interested in them but are really not interested.

8. About 60% of these students feel that a few of their professors show a genuine interest in them as individuals.

9. Over one-half of these students feel that the University Administration seems to show very little interest in them or their problems.

10. About one-half of these students feel that University office staff treat them in a courteous manner.

11. Over two-thirds of these students feel that their relationships with the campus police are fair to good.

12. Although about 70% of these students indicate that they like campus life at least fairly well, few of these students feel that they are really a part of campus life.

13. Almost all of their parents and over one-half of their friends feel that college is a good idea.

14. The data concerning how helpful University Counseling Services are to these students need further analysis before any statements can be made.

15. Slightly over 18% feel that their education is not preparing them adequately for the world of work.

16. Practically all of these students want more assistance and information concerning professions and career choice.

17. There is a great need for assisting these students in curriculum choice.

18. The majority of these students feel that they would like to learn more about business professions.

19. Most students feel that summer orientation was good to fair and that certain improvements would make it better.

20. About 60% of the MLK students feel that the MLK program is helpful.

21. Most of these students feel that they have difficulties in reading, writing and mathematics.

Introduction

A highly necessary step in the institution of programs for educating and preparing minority youth for the world of work is periodic evaluation to make certain that the quality of the program is at such a level that the needs of the participants are properly served. This progress report presents a summary of the findings from 128 respondents who answered a 44-item questionnaire* concerning their attitudes on such matters as dormitory living, curriculum, orientation, community life, and interpersonal relations.

All items have not been reported on and no attempt has been made to draw firm conclusions from the present data. This will be done in a subsequent report when more data have been made available and a more complete analysis has been made.

A second part, which will be reported upon later, will include information gained from personal interviews of recent graduates concerning their entry level jobs and labor market activities. Information is already being collected from graduates and will continue to be collected during the fall semester.

Sample Description

The total sample consists of 128 respondents, 55 males and 73 females (see Table 1). Eighty-six respondents of the experimental group, referred to as Group I, are students who participated in the

*See Appendix A.

Martin Luther King Program. The control group, referred to as Group II, consists of 42 Black students who have not participated in any minority group programs here at Western Michigan University.[1]

Table 2 shows the total sample according to classification. Note that 119 (93%) of the total sample consists of sophomores, juniors, seniors, and graduates. The graduates have received a Bachelor's degree and are already on the labor market. This sample was purposely chosen to obtain opinions of students who have participated in college life at least a year or more so that they may have had time to gain insights concerning the program and campus life.

Both Group I and Group II students seem to come from rather similar neighborhoods and high schools as indicated in Tables 3 and 4. However, more (45.2%) of the Group II students come from very large cities such as Detroit, Chicago and Flint, while Group I students tend to come from cities such as Kalamazoo, Battle Creek, and Jackson which have populations between 50,000 and 200,000, and even small towns such as Covert and Three Rivers (see Table 5).

Living Conditions and Interpersonal Relationships

One way to raise the level of effectiveness of the University and eventually of our society as a whole is to increase the competence and maturity of each individual. A number of questions in this study are focused upon the attitudes which these students have about such matters as campus life, social and community life, dormitory living,

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[1] A second control group consisting of white students will also be included at a later date.

and interpersonal relationships with other students, faculty, staff and administration, and counseling personnel.

Dormitory Living

Table 6 shows that 65% if Group I and 57% of Group II feel that their relations with Dormitory Advisors have been either good or satisfactory. A somewhat higher percentage of 71.9% feel that dormitory living conditions are either satisfactory or good (see Table 7). Still, about 25% of the students feel that Dormitory Advisor relationships are poor and about 17% feel that living conditions are poor. These figures seem to indicate that dormitory living may be improved if dormitory staff and student relationships are seriously examined with this purpose in mind. Interviews with a few undergraduates leave the writer with the impression that some Black students feel a certain amount of discrimination in dormitory living from both white students and white staff.

Student Relationships

How do Black students feel that they get along with other students? Table 8 shows that 125 (97.7%) feel that they get along with their fellow Black students fairly well or good. Only three students feel that they get along poorly. Table 9 concerning how MLK students get along with each other tells about the same story.

Table 10 shows that about 19% of the total sample feel that they get along good with white students and about 65% feel that they get along fair. Note that a much larger percentage of MLK students feel that they have poor relationships with white students. Some of this

feeling may come about because many of the MLK students feel offended by remarks or questions from white students concerning whether or not they are participating in a minority program. Further exploration of this matter through interviews and larger sampling may help clarify this matter.

Faculty Relationships

Most Black students, whether or not on minority programs, feel that their relations with professors are fairly satisfying (62.5%). Almost one-fifth (18.8%) feel that their relationships are very satisfying and an equal number feel that they have poor relationships with faculty (see Table 11).

About one-half of the respondents feel that professors act interested in them but are really not interested (Table 12). About one-fifth feel that their professors don't seem to be interested, while about one-quarter feel that most of their professors are genuinely interested. When students were asked the same question concerning a few of their professors, the results were much more positive. Approximately 60% felt that a few of their professors show a genuine interest in them as individuals (see Table 13).

Administrative and Staff Relationships

A very high percentage (58.6%) of students in both groups feel that the University Administration seems to show very little interest in them or their problems (see Table 14). Although Group I students are slightly more on the positive side, the situation is very negative.

In many cases the Administration was not referred to as an individual or group of individuals but rather as a system or something rather intangible that could be blamed rather than looking for more immediate solutions to their problems.

Group II students feel somewhat more positive concerning their perceptions of University office staff with whom they must deal. Table 15 shows that 9.3% of Group I feel that they are treated rudely while none of Group II feel this way.

Campus Police

About 15% of the students in both groups feel that they have no opinion concerning their relationships with the campus police. Many of these students explained that they had no dealings with the campus police and therefore did not feel qualified to answer the question. About 31% of Group I and 25% of Group II students feel that they had good relationships and 36% and 40.5%, respectively, feel that their relations are fair. About 17% perceive their relationship as poor (see Table 16).

Campus and Community Life

Table 17 shows that Group II students seem to like campus life slightly better than Group I students. Only 69.8% of the Group I students like campus life fairly well or better, while 76.2% of Group II feel this way.

Table 18 seems to indicate a reverse relationship to Table 17. When these students were asked how much a part of campus life they feel that they are, 57.2% of Group II feel that they are really a

part or somewhat a part of campus life and 42.9% feel that they are not really a part of campus life. On the other hand, 62.8% of the Group I students feel that they are somewhat or really a part of campus life. The data in Tables 17 and 18 seem to indicate that this area should be more closely examined since a large percentage of both groups do not like or seem to be adjusted to campus life and a much larger percentage do not really feel to be a part of campus life.

Table 19 is also indicative of this attitude in which 40% of Group I and 50% of Group II feel that Kalamazoo is not a satisfying community for them.

Over four-fifths of these students feel that they have been able to participate in the types of social functions which have been satisfying to them. About 14% feel that their opportunities have been poor (see Table 20).

Attitudes of Parents and Friends

Most students, 90% or more, feel that their parents are highly interested in their careers and want them to complete college. This factor can be important in giving students the motivation to do a good job (see Table 21). Over 50% of their friends feel that going to college is a good idea (see Table 22). Many students explained that going to college is considered a means of getting ahead and is "looked up to by my parents."

University Counseling Services

The University Counseling Services do not seem to have been helpful to approximately 50% of these students. About 12% feel that they were very helpful (see Table 23). Not only do many of the students feel that the Counseling Services are not generally helpful, a large percentage indicated that they have not used Counseling Services or have used them very few times (see Table 24).

Table 25 shows how these students perceive the existence of personal problems. There do not seem to be significant differences between groups. However, it will be interesting to run a correlation between those who indicated that they have personal problems and the number of times they have used the Counseling Service and how helpful they feel that the Counseling Service is to them. This will be done at a later date and should be much more indicative of Black student feelings concerning this matter.

Career and Curriculum Choice

The selection of a career is undoubtedly one of the most important decisions that a student will make during his entire lifetime. His choice of the courses and his major and minor are closely related to decisons concerning his professional career. Assisting the student to make a proper decision is extremely difficult, expecially in an era when labor market activity is never static and new careers that we never imagined are being created almost daily.

Attitudes Concerning World of Work

Almost 28% of Group I students feel that the education that they are receiving is preparing them to compete and survive in today's world of work very well, and 53.5% feel that they are prepared only fairly well. Table 26 also shows that 18.6% of Group I feel that their education is preparing them poorly for the world of work, while only 11.9% of Group II feel this way about the matter.

Strong indicators of the need for assistance in career choice are the data in Tables 27 and 28. The data in Table 27 shows that 100% of Group II and 93% of Group I feel that more assistance should be given in career choice. Table 28 also shows that over 90% of these students indicated that they would like to have some place where they could find out more about different types of professions. When questioned about this matter, most students answered that they didn't realize that there was a Career Planning and Placement Bureau, or that they felt that the information given there was too sparse to be helpful. Closely related to attitudes concerning career preparation is that of curriculum choice.

Attitudes Concerning Curriculum

Table 29 indicates that the largest number of Group I students (57%) chose their major/minor because they liked it or wanted to do what they were studying. Another large group, about 25% of the MLK students, chose their major/minor because they had more courses in that area or it just happend accidentally. Most students in both groups indicated that they did not receive much assistance from

professors or from the Counseling Center. It was a matter of chance or personal decision.

The great need for assisting students in curriculum choice and career planning is also indicated in Table 30. Note that 43% of the students in both groups indicate that they would choose a different major/minor if they had it to do over gain.

The data concerning curriculum advice were also quite negative. Table 31 shows that about one-third of the students in both groups felt that counseling concerning curriculum choice was poor, while only slightly more than 22% felt that it was good.

Most of these students indicated that the best place to get academic advice was at the department where they chose their major/minor. Table 32 shows that approximately one-fifth of the students indicated that they checked with other students concerning academic matters. About one-fifth of Group I students received academic counseling from staff that administer the MLK program. Very few Group II students availed themselves of the Counseling Center and only 10.5% of Group I did so.

The data in Table 33 indicate that most of these students prefer receiving their academic counseling during the regular school year.

It seems that there is a great need for the colleges within the University to strengthen their curriculum advising. It also seems quite apparent from the data presented in Tables 26 through 33 that a large number of students feel dissatisfied concerning career preparation and curriculum advice. Failure to assist these students

in the past through the use of proper testing and subsequent follow-up procedures may be part of the cause. In short, we are investing thousands of dollars in instruction and program facilities, but we do not seem to be expending the relatively small extra effort needed to make sure that these students make curriculum and career choice on a more enlightened basis. The University must do much more work in this area if students are to obtain the full benefit of the minority program expenditures.

Attitudes Concerning Business Careers

The majority, 76.7%, of Group I and 83.3% of Group II indicated that they would like to learn more about business professions (see Table 34). However, 29.1% of Group I and 21.4% of Group II feel that the chances of getting a job in the business world for the Black graduate who majors in business are poor. The data in Table 35 also show that 12.8% of the students in Group I and none of those in Group II feel that the chances of obtaining employment in business are good. Much more must be done to introduce Black students to the business world of work by both the University and the College of Business.

Orientation and Related Areas

Orientation for the new minority program student may be especially helpful. Most of these students are the first in their immediate families to enroll in a University. Many have lived in all Black or largely Black neighborhoods. They have no referents to

relate to nor are they quite certain what may be expected of them in a different environment. Orientation not only acquaints the new student with the new environment of the University, it also gives the MLK program staff a chance to become acquainted with the new student. Attitudes concerning orientation and the MLK program in general are presented below.

Of the students in Group I, 72% felt that summer orientation was either good or average and needed to be improved. Another 11.7% felt quite negative about the program. Table 36 shows the breakdown of Group I student feelings concerning summer orientation.

One area in which summer orientation can be helpful is in that of registration. Registration has usually been rather difficult with most students the first time or two. It seems that Group I students seemed to have an easier time of it than Group II (see Table 37). This may have been the case because Group I students in the past were assisted and handled on the "batch principle." In short, groups were taken through registration by proctors to facilitate matters for them. At times this caused ill-feeling among the regular registrants. As a result, the recent procedure has been to advise students about registration and then allow them to register along with other students. Students, at present, are being assisted during summer orientation concerning registration matters. The MLK staff explain registration quite thoroughly. Students are allowed to register individually. Staff and proctors are available if they need help.

Helpfulness of MLK Program

About 60% of Group I students feel that the MLK Program has been very helpful to them, while another 24% indicated that the MLK Program was somewhat helpful to them. Ten and one-half percent are not sure if the program was really helpful, and 3.5% feel that the program was not helpful (see Table 38).

Attitudes Concerning Educational Fundamentals

The data in Table 39 clearly indicate that a large percentage of the students in both groups feel that they have difficulties in the areas of reading, writing and mathematics. Only 20.9% of Group I and 26.2% of Group II feel that they did not have any difficulties in these areas. The recent practice of using the testing services for the new MLK arrivals may assist in improving this situation. The continuation and improvement of remedial type courses and tutoring services is vitally necessary.

Further investigation is needed to learn how the program can be improved. This should include the summer orientation program, registration procedures, and remedial courses.

Table 1

Total Sample, by Sex

Sex	Group I N	Group I %	Group II N	Group II %	Total
Male	39	45.3	16	38.1	55
Female	47	54.7	26	61.9	73
Total	86		42		128

Table 2

Total Sample, by Classification

Classification	Group I N	Group I %	Group II N	Group II %	Total N	Total %
Freshman	6	7.0	2	4.8	8	6.3
Sophomore	13	15.1	8	19.0	21	16.4
Junior	18	20.9	14	33.3	32	25.0
Senior	33	38.4	15	35.7	48	37.5
Graduate	16	18.6	2	4.8	18	14.1
No answer			1	2.4	1	.8

Table 3

Total Sample, by Type of Neighborhood

Type of Neighborhood	Group I N	Group I %	Group II N	Group II %	Total N	Total %
Mostly white	7	8.1	2	4.8	9	7.0
50% Black-50% White	12	14.0	6	14.3	18	14.1
Mostly Black	52	60.5	25	59.5	77	60.2
More Black than white	9	10.5	6	14.3	15	11.7
More white than Black	5	5.8	3	7.1	8	6.3
No answer	1	1.2			1	.8

Table 4

Total Sample, by Racial Mix of High School Attended

Racial Mix of High School	Group I N	Group I %	Group II N	Group II %	Total N	Total %
Mostly Black	23	26.7	11	26.2	34	26.6
Mostly white	34	39.5	15	35.7	49	38.3
50-50	11	12.8	6	14.3	17	13.3
More white than Black	13	15.1	9	21.4	22	17.2
More Black than white	4	4.7	1	2.4	5	3.9
No answer	1	1.2			1	.8

Table 5

High School Attendance, by Size of City

Size of City	Group I N	Group I %	Group II N	Group II %	Total N	Total %
Over 200,000	24	27.9	19	45.2	43	33.6
50,000 - 200,000	29	33.7	9	21.4	38	29.7
10,000 - 50,000	17	19.8	9	21.4	26	20.3
Small town	16	18.6	4	9.5	20	15.6
No answer			1	2.4	1	.8

Table 6

Relations with Dormitory Advisor

Relations	Group I N	Group I %	Group II N	Group II %	Total N	Total %
Good	24	27.9	9	21.4	33	25.8
Satisfactory	32	37.2	15	35.7	47	36.7
Poor	23	26.7	10	23.8	33	25.8
No answer	7	8.1	8	19.0	15	11.8

Table 7

Degree of Satisfaction with Dormitory Living Conditions

Degree of Satisfaction	Group I N	Group I %	Group II N	Group II %	Total N	Total %
Good	19	22.1	3	7.1	22	17.2
Satisfactory	44	51.2	26	61.9	70	54.7
Poor	16	18.6	6	14.3	22	17.2
No answer	7	8.2	7	16.7	14	11.0

Table 8

Personal Relationships with Black Students

Relationships	Group I N	Group I %	Group II N	Group II %	Total N	Total %
Good	64	74.4	29	69.0	93	72.7
Fair	21	24.4	11	26.2	32	25.0
Poor	1	1.2	2	4.8	3	2.3

Table 9

Personal Relationships Between MLK Students

Relationships	N	%
Good	63	73.3
Fair	18	20.9
Poor	2	2.3
No answer	3	3.5

Table 10

Personal Relationships with White Students

Relationships	Group I N	Group I %	Group II N	Group II %	Total N	Total %
Good	17	19.8	8	19.0	25	19.5
Fair	54	62.8	30	71.4	84	65.6
Poor	15	17.4	4	9.5	19	14.8

Table 11

Relations with Professors

Relations	Group I N	Group I %	Group II N	Group II %	Total N	Total %
Very satisfying	16	18.6	8	19.0	24	18.8
Fairly satisfying	54	62.8	26	61.9	80	62.5
Poor	16	18.6	8	19.0	24	18.8

Table 12

Perceived Degree of Interest Shown by Most Professors

Degree of Interest	Group I N	Group I %	Group II N	Group II %	Total N	Total %
Genuine interest	21	24.4	12	28.6	33	25.8
Act interested	46	53.5	20	47.6	66	51.6
Don't seem interested	19	22.1	9	21.4	28	21.9
No answer			1	2.4	1	.8

Table 13

Perceived Degree of Interest Shown by a Few Professors

Degree of Interest	Group I N	Group I %	Group II N	Group II %	Total N	Total %
Genuine interest	53	61.6	24	57.1	77	60.2
Act interested	18	20.9	5	11.9	23	18.0
Don't seem interested	12	14.0	12	28.8	24	18.8
No answer	3	3.5	1	2.4	4	3.1

Table 14

Perceived Degree of Interest Shown by University Administration

Degree of Interest	Group I N	Group I %	Group II N	Group II %	Total N	Total %
Very high	8	9.3	2	4.8	10	7.8
Average	29	33.7	12	28.6	41	32.0
Very little	47	54.7	28	66.7	75	58.6
No answer	2	2.4			2	1.6

Table 15

Perceived Type of Treatment by University Office Staff

Type of Treatment	Group I N	Group I %	Group II N	Group II %	Total N	Total %
Courteous and helpful	40	46.5	22	52.4	62	48.4
Helpful but unfriendly	38	44.2	20	47.6	58	45.3
Rude	8	9.3	0		8	6.3

Table 16

Perceived Relationships with University Guards

Relationship	Group I N	Group I %	Group II N	Group II %	Total N	Total %
Good	27	31.4	11	26.2	38	29.7
Fair	31	36.0	17	40.5	48	37.5
Poor	15	17.4	7	16.7	22	17.2
No answer	13	15.1	7	16.7	20	15.6

Table 17

Degree of Satisfaction with Campus Life

Degree of Satisfaction	Group I N	Group I %	Group II N	Group II %	Total N	Total %
Very well liked	19	22.1	6	14.3	25	19.5
Fairly well liked	41	47.7	26	61.9	67	52.3
Poorly liked	25	29.1	9	21.4	34	26.6
No answer	1	1.2	1	2.4	2	1.6

Table 18

Degree of Identity with Campus Life

Degree of Identity	Group I N	Group I %	Group II N	Group II %	Total N	Total %
Really part	16	18.6	7	16.7	23	18.0
Not really part	31	36.0	18	42.9	49	38.3
Somewhat part	38	44.2	17	40.5	55	43.0
No answer	1	1.2			1	.8

Table 19

Degree of Satisfaction with the Community.

Degree of Satisfaction	Group I N	Group I %	Group II N	Group II %	Total N	Total %
Very satisfying	8	9.3	3	7.1	11	8.6
Not satisfying	35	40.7	21	50.0	56	43.8
Average	43	50.0	17	40.5	60	46.9
No answer			1	2.4	1	.8

Table 20

Opportunities to Participate in Social Functions

Opportunities	Group I N	Group I %	Group II N	Group II %	Total N	Total %
Generally good	48	55.8	16	38.1	64	50.0
Generally fair	26	30.2	17	40.5	43	33.6
Generally poor	12	14.0	6	14.3	18	14.1
No answer			3	7.1	3	2.3

Table 21

Parental Attitude Concerning University Attendance

Attitude	Group I N	Group I %	Group II N	Group II %	Total N	Total %
Very interested	78	90.7	40	95.2	118	92.2
Don't seem to be interested	5	5.8	0		5	3.9
College not important	1	1.2	0		1	.8
No answer	2	2.3	2	4.8	4	3.1

Table 22

Friends' Attitudes Concerning University Attendance

Attitude	Group I N	Group I %	Group II N	Group II %	Total N	Total %
Feel I'm wasting my time	11	12.8	2	4.8	13	10.2
Feel it's a good idea	48	55.8	28	66.7	76	59.4
Don't seem to care	27	31.4	10	23.8	37	28.9
No answer			2	4.8	2	1.6

Table 23

Degree of Assistance by University Counseling Center

Degree of Assistance	Group I N	Group I %	Group II N	Group II %	Total N	Total %
Very helpful	11	12.8	5	11.9	16	12.5
Some help	33	38.4	14	33.3	47	36.7
Not helpful	40	46.5	22	52.4	62	48.4
No answer	2	2.3	1	2.4	3	2.3

Table 24

Number of Visits to Counseling Center

Number of Visits	Group I N	Group I %	Group II N	Group II %	Total N	Total %
No times	24	27.9	16	38.1	40	31.3
1-2 times	27	31.4	14	33.3	41	32.0
3-5 times	20	23.3	4	9.5	24	18.8
5-10 times	10	11.6	5	11.9	15	11.7
10+ times	5	5.8	3	7.1	8	6.3

Table 25

Perceptions Regarding Personal Problems

Amount of Problems	Group I N	Group I %	Group II N	Group II %	Total N	Total %
Many problems	31	36.0	11	26.2	42	32.8
Average problems	40	46.5	23	54.8	63	49.2
Very few problems	15	17.4	7	16.7	22	17.2
No answer			1	2.4	1	.8

Table 26

Attitude Concerning Value of Education for the World of Work

Attitude	Group I N	Group I %	Group II N	Group II %	Total N	Total %
Preparing very well	24	27.9	11	26.2	35	27.3
Preparing just fairly	46	53.5	26	61.9	72	56.3
Preparing poorly	16	18.6	5	11.9	21	16.4

Table 27

Assistance in Becoming Acquainted with Curriculums

Amount of Assistance	Group I N	Group I %	Group II N	Group II %	Total N	Total %
More assistance should be given	80	93.0	42	100.0	122	95.3
Enough assistance is available	5	5.8			5	3.9
No answer	1	1.2			1	.8

Table 28

Need for Career Information Center

	Group I N	Group I %	Group II N	Group II %	Total N	Total %
There is a need	80	93.0	38	90.5	118	92.2
There is no need	6	7.0	3	7.1	9	7.0
No answer			1	2.4	1	.8

Table 29

Method of Choosing Curriculum

Chose Major/Minor	Group I N	Group I %	Group II N	Group II %	Total N	Total %
After advice from Counseling Center	5	5.8	2	4.8	7	5.5
After advice from a professor	7	8.1	0		7	5.5
Because I seemed to have more courses in that area	9	10.5	3	7.1	12	9.4
Because it just happened that way	13	15.1	2	4.8	15	11.7
Because I wanted to take this	49	57.0	35	83.3	84	65.6
No answer	3	3.5			3	2.3

Table 30

Satisfaction with Curriculum Choice

If I had it to do over again,	Group I N	Group I %	Group II N	Group II %	Total N	Total %
I would choose same major/minor	49	57.0	23	54.8	72	56.3
Choose a different major/minor	36	41.9	19	45.2	55	43.0
No answer	1	1.2			1	.8

Table 31

Degree of Satisfaction with Curriculum Advising

Degree of Satisfaction	Group I N	Group I %	Group II N	Group II %	Total N	Total %
Good	19	22.1	10	23.8	29	22.7
Poor	28	32.6	15	35.7	43	33.6
Average	36	41.9	13	31.0	49	38.3
No answer	3	3.5	4	9.5	7	5.5

Table 32

The Best Place Found by Students to Obtain Academic Counseling

Source	Group I N	Group I %	Group II N	Group II %	Total N	Total %
Department level	30	34.9	21	50.0	51	39.9
Other students	19	22.1	9	21.4	28	21.9
Counseling Center	9	10.5	2	4.8	11	8.6
Other professors	9	10.5	6	14.3	15	11.7
MLK Program personnel	18	20.9			18	14.1
No answer	1	1.2	4	9.5	5	3.9

Table 33

The Best Time to Obtain Academic Counseling as Experienced by Students

	Group I N	Group I %	Group II N	Group II %	Total N	Total %
During regular school year	45	52.3	27	64.3	72	56.3
During summer orientation	33	38.4	10	23.8	43	33.6
No answer	8	9.3	5	11.9	13	10.2

Table 34

Number of Students Interested in Learning More About Business Professions

	Group I		Group II		Total	
	N	%	N	%	N	%
Would like to learn more	66	76.7	35	83.3	101	78.9
Would not like to learn more	18	20.9	7	16.7	25	19.5
No answer	2	2.4			2	1.6

Table 35

Perceptions Regarding Chances for Possible Opportunities in the Business World

Chance	Group I		Group II		Total	
	N	%	N	%	N	%
Poor	25	29.1	9	21.4	34	26.6
Somewhat satisfactory	27	31.4	12	28.6	39	30.5
Satisfactory	13	15.1	10	23.8	23	18.0
Somewhat better than satisfactory	6	7.0	7	16.7	13	10.2
Good	11	12.8	0		11	8.6
No answer	4	4.7	4	9.5	8	6.3

Table 36

Attitudes of MLK Students Concerning Summer Orientation Program

Attitude	N	%
Very good and helpful	29	33.7
Good but needs to be improved	18	20.9
Average but helpful and can be improved	15	17.4
Not helpful, different type of program needed	4	4.7
Not helpful, is not needed, serves no purpose	6	7.0
No answer	14	16.3

Table 37

Initial Degree of Difficulty Experienced During Registration

Degree of Difficulty	Group I		Group II		Total	
	N	%	N	N %	N	%
Very difficult	40	46.5	28	66.7	68	53.1
Somewhat difficult	30	34.9	12	28.6	42	32.8
Easy	16	18.6	2	4.8	18	14.1

Table 38

Attitudes of MLK Students Concerning Value of MLK Program

Attitude	N	%
Very helpful	51	59.3
Somewhat helpful	21	24.4
Not helpful	3	3.5
Not sure if it is really helpful or will be helpful	9	10.5
No answer	2	2.4

Table 39

Perceived Difficulties in Educational Fundamentals

Difficulties in	Group I		Group II		Total	
	N	%	N	%	N	%
Reading	23	26.7	10	23.8	33	25.8
Writing	11	12.8	5	11.9	16	12.5
Mathematics	29	33.7	13	31.0	42	32.8
All of the above	4	4.7	3	7.1	7	5.5
None of the above	18	20.9	11	26.2	29	22.7
No answer	1	1.2			1	.8

This questionnaire is confidential. Do NOT put your name on the answer sheet.

We are interested in learning how you feel about such matters as living facilities, the community, and your education here at the University. We hope that your help will make things more meaningful and better to future students. Please choose the answer that most closely fits your feelings and mark the proper space on the answer sheet. Make sure that you complete all questions.

Remember--we are not interested in your name--we are interested in your answers. Thank you for your help in this matter.

1. Sex
   (1) Male
   (2) Female

2. Classification
   (1) Freshman
   (2) Sophomore
   (3) Junior
   (4) Senior
   (5) Graduate

3. My relations with my Dormitory Advisor have been
   (1) good
   (2) satisfactory
   (3) poor

4. My dormitory living conditions have been
   (1) good
   (2) satisfactory
   (3) poor

5. My opportunities to go to the types of social functions which I like (parties, dances, etc.) have been
   (1) generally good
   (2) generally fair
   (3) generally poor

6. My everyday contacts and personal relationships on campus with all types of Black students have been
   (1) good
   (2) fair
   (3) poor

7. My contacts and relations with my professors have been
   (1) very satisfying
   (2) fairly satisfying
   (3) quite poor

8. I like campus life
   (1) very well
   (2) fairly well
   (3) poorly

9. The amount of interest that the University Administration seems to show toward me and my problems is
   (1) very high interest
   (2) average interest
   (3) very little interest

10. Most of my professors
   (1) show a genuine interest in me as an individual
   (2) just act like they are interested in me but are really not
   (3) don't seem to be interested

11. A few of my professors
   (1) show a genuine interest in me as an individual
   (2) just act like they are interested in me but are really not
   (3) don't seem to be interested one way or the other

12. My parents' feelings about college are
   (1) They are very interested in my career and want me to finish college
   (2) They don't seem to be interested in what I am doing
   (3) They feel that college is not important

13. My friends at home
   (1) feel that I'm wasting my time at college
   (2) feel that my going to college is a good idea
   (3) don't seem to care one way or the other if I go to college

14. This is the type of community that is
   (1) very satisfying for me
   (2) not satisfying for me
   (3) average for me

15. The office staff (secretaries, receptionists, clerks, etc.) that I have had to deal with
   (1) are usually courteous and helpful
   (2) are usually helpful but seem cool or somewhat unfriendly
   (3) have usually treated me poorly or rudely

16. At present I feel that
   (1) I am really a part of campus life
   (2) I am not really a part of campus life
   (3) I am just somewhat a part of campus life

17. The education I am receiving is preparing me to compete and survive in today's world of work
   (1) very well
   (2) just fairly
   (3) poorly

18. My everyday relations with white students have been
   (1) generally good
   (2) generally fair or average
   (3) generally poor or bad

19. The University Counseling services
    (1) have been very helpful to me
    (2) have been of some help to me
    (3) have really not been helpful to me

20. At the beginning, registration was
    (1) very difficult
    (2) somewhat difficult
    (3) easy

21. My feelings about the summer orientation program are that it
    (1) was very good and helpful and generally should remain as it is
    (2) was good but needs to be improved
    (3) was average but helpful and with proper changes can be improved
    (4) was not helpful and I think a different type of orientation program is needed
    (5) was not helpful and I don't think that one is needed or serves any purpose

22. The quality of instruction in all Black classes with white professors is
    (1) good
    (2) poor
    (3) average

23. I have been enrolled in all Black classes with Black professors
    (1) Yes
    (2) No

24. The quality of instruction in mixed Black and white classes
    (1) is usually good
    (2) is usually poor
    (3) is usually so-so

25. If I had it to do over again,
    (1) I would still choose the same major/minor
    (2) I would choose a different major/minor

26. More assitance should be given in becoming acquainted with the different kinds of careers that are available
    (1) Yes
    (2) Enough assistance is available

27. I have visited the Counseling services
    (1) no times
    (2) 1 or 2 times
    (3) 3 to 5 times
    (4) 5 to 10 times
    (5) more than 10 times

28. The quality of instruction in all Black classes with Black professors is
    (1) good
    (2) poor
    (3) average

29. I chose my major/minor after
    (1) getting advice from the Counseling Center
    (2) getting advice from a professor
    (3) because I seemed to have more courses in that area
    (4) because it just seemed to happen that way--almost like an accident
    (5) because I really liked it or wanted to do this

30. I believe that this program
    (1) has been very helpful to me
    (2) has been somewhat helpful to me
    (3) has not been helpful to me
    (4) I am not sure if it really is helpful or will be helpful

31. While going to school here
    (1) I have had many personal problems
    (2) my personal problems have been about average
    (3) I have had very few or no personal problems

32. I feel that my greatest difficulty has been in
    (1) reading
    (2) writing
    (3) mathematics
    (4) all of these
    (5) none of these

33. I have been enrolled in all Black classes with white professors
    (1) Yes
    (2) No

34. The academic counseling or advice about choice of curriculum and types of courses I should take has been
    (1) good
    (2) poor
    (3) average

35. The best time to get academic counseling is
    (1) during the regular school year
    (2) during summer orientation

36. The best place I have found to get academic counseling has been
    (1) at the Department where I chose my major and/or minor
    (2) from other students
    (3) at the Counseling Center
    (4) from certain professors
    (5) from those people administering this program which I am on

37. The type of neighborhood that I have lived in most of my life has been
    (1) mostly white families with very few or no Black families
    (2) about 50% Black families and 50% white families
    (3) mostly Black families with very few or no white families
    (4) more Black families, but quite a few white families
    (5) mostly white families, but quite a few Black families

38. I went to a high school in which
    (1) most students were Black
    (2) most students were white
    (3) the student mix was about half black and half white
    (4) there were more white students but quite a few Black students
    (5) there were more Black students but quite a few white students

39. I went to a high school that was located in
    (1) a very large city (similar to Detroit, Chicago, Flint with population of over 200,000)
    (2) a large city (similar to Jackson, Battle Creek, Kalamazoo with population between 50,000 and 200,000)
    (3) a medium size city (similar to Benton Harbor, Niles with population between 10,000 and 50,000)
    (4) a small size city or small town in a rural area (similar to Covert, Three Rivers, Dowagiac with population of less than 10,000)

40. It would be good to have a place to go where I could find out more about different types of professions so that I could make up my mind better.
    (1) Yes
    (2) No

41. I would like to learn more about business professions.
    (1) Yes
    (2) No

42. The chance of getting a job in the business world for the Black graduate who has majored in business is
    (1) poor
    (2) somewhat satisfactory
    (3) satisfactory
    (4) somewhat better than satisfactory
    (5) good

43. My everyday contacts and personal relationships on campus with Black students who are on this program with me have been
    (1) good
    (2) fair
    (3) poor

44. My relationships with the University security guards (or campus police) are:
    (1) good
    (2) fair
    (3) poor